

## MYRTLE BEACH HIGH

3302 Robert Grissom Parkway  
Myrtle Beach, SC 29577

**GRADES** 9-12 High School

**ENROLLMENT** 1,140 Students

**PRINCIPAL** Nona Kerr 843-448-7149

**SUPERINTENDENT** Gerrita Postlewait 843-488-6700

**BOARD CHAIR** Will Garland 843-358-8002

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of High Schools with Students like Ours

**Excellent**

15

**Good**

16

**Average**

0

**Below Average**

0

**Unsatisfactory**

0

#### IMPROVEMENT RATING:

**AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

|             | <b>Absolute Rating</b> | <b>Improvement Rating</b> | <b>Adequate Yearly Progress</b> |
|-------------|------------------------|---------------------------|---------------------------------|
| <b>2001</b> | Good                   | Excellent                 | N/A                             |
| <b>2002</b> | Excellent              | Average                   | N/A                             |
| <b>2003</b> | Good                   | Below Average             | No                              |
| <b>2004</b> | Good                   | Average                   | No                              |

**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

|                           | <b>Our School</b> |             |             | <b>High Schools with Students Like Ours</b> |             |             |
|---------------------------|-------------------|-------------|-------------|---|-------------|-------------|
| <b>Percent</b>            | <b>2004</b>       | <b>2005</b> | <b>2006</b> | <b>2004</b>                                 | <b>2005</b> | <b>2006</b> |
| <b>Passed 2 subtests</b>  | 79.3              | N/A         | N/A         | 77.8  | N/A         | N/A         |
| <b>Passed 1 subtest</b>   | 8.9               | N/A         | N/A         | 11.8  | N/A         | N/A         |
| <b>Passed no subtests</b> | 11.8              | N/A         | N/A         | 10.4  | N/A         | N/A         |

**EXIT EXAM PASSAGE RATE BY SPRING 2004**

|                | <b>Our School</b> | <b>High Schools with Students Like Ours</b> |
|----------------|-------------------|---|
| <b>Percent</b> | 94.5%             | 96.0%                                       |

**ELIGIBILITY FOR LIFE SCHOLARSHIP**

| <b>Percent of</b>  | <b>Our School</b> | <b>High Schools with Students Like Ours</b> |
|--|-------------------|---|
| <b>Seniors eligible for LIFE Scholarships at four-year institutions*</b> | 23.6              | 16.2  |
| <b>Seniors who met the SAT/ACT requirement</b>                           | 24.5              | 16.6  |
| <b>Seniors who met the grade point average</b>                           | 64.2              | 53.4  |

\*Using only the SAT/ACT and grade point average requirements

**GRADUATION RATE**

|                           | <b>Our School</b> | <b>High Schools with Students Like Ours</b> |
|---------------------------|-------------------|---|
| <b>Number of Students</b> | 248               | 246   |
| <b>Number of Diplomas</b> | 191               | 193   |
| <b>Rate</b>               | 77.0%             | 78.9%                                       |

**PERFORMANCE BY STUDENT GROUPS**

|                                | Exit Exam Passage<br>Rate by Spring 2004 |       | Eligibility for LIFE<br>Scholarship |      | Graduation Rate |       |                        |
|--------------------------------|--|-------|-------------------------------------|------|-----------------|-------|------------------------|
|                                | n  | %     | n                                   | %    | n               | %     | Met State<br>Objective |
| All Students                   | 219                                      | 94.5  | 212                                 | 23.6 | 248             | 77.0  | YES                    |
| <b>Gender</b>                  |  |       |                                     |      |                 |       |                        |
| Male                           | 110                                      | 95.5  | 106                                 | 19.8 | 125             | 72.0  | N/A                    |
| Female                         | 106                                      | 93.4  | 106                                 | 27.4 | 123             | 82.1  | N/A                    |
| <b>Racial/Ethnic Group</b>     |  |       |                                     |      |                 |       |                        |
| White                          | 174                                      | 98.3  | 172                                 | 27.3 | 190             | 82.6  | N/A                    |
| African-American               | 36                                       | 75.0  | 31                                  | 0.0  | 45              | 48.9  |                        |
| Asian/Pacific Islander         | 2  | I/S   | 3                                   | I/S  | 5               | 100.0 | N/A                    |
| Hispanic                       | 7  | 100.0 | 4                                   | I/S  | 8               | 87.5  | N/A                    |
| American Indian/Alaskan        | 0  | N/A   | 0                                   | N/A  | 0               | N/A   | N/A                    |
| <b>Racial/Ethnic Group</b>     |  |       |                                     |      |                 |       |                        |
| Non disabled                   | 175                                      | 96.6  | 186                                 | 26.9 | 218             | 82.6  | N/A                    |
| Disabilities other than speech | 44                                       | 86.4  | 26                                  | 0.0  | 30              | 36.7  | N/A                    |
| <b>Migrant Status</b>          |  |       |                                     |      |                 |       |                        |
| Migrant                        | 0  | N/A   | 0                                   | N/A  | 0               | N/A   | N/A                    |
| Non-migrant                    | 219                                      | 94.5  | 212                                 | 23.6 | N/A             | N/A   | N/A                    |
| <b>English Proficiency</b>     |  |       |                                     |      |                 |       |                        |
| Limited English Proficient     | 5  | 100.0 | 7                                   | 0.0  | 9               | 88.9  | N/A                    |
| Non-Limited English Proficient | 213                                      | 94.8  | 205                                 | 24.4 | 239             | 76.6  | N/A                    |
| <b>Socio-Economic Status</b>   |  |       |                                     |      |                 |       |                        |
| Subsidized meals               | 54                                       | 88.9  | 48                                  | 2.1  | 65              | 55.4  | N/A                    |
| Full-pay meals                 | 164                                      | 97.0  | 164                                 | 29.9 | 183             | 84.7  | N/A                    |

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**HSAP PERFORMANCE BY GROUP**

|  | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced (adj.)</i> | <i>Performance<br/>Objective Met</i> | <i>Participation<br/>Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| <b>English/Language Arts - State Performance Objective = 33.3%</b> |   |                 |                      |                |                     |                   |   |                                      |  |
| All Students   | 253   | 93.7            | 15.9                 | 20.8           | 28.3                | 35.0              | 69.5  | YES                                  | YES                                    |
| <b>Gender</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Male   | 119   | 95.0            | 20.8                 | 19.8           | 26.4                | 33.0              | 68.9  | N/A                                  | N/A                                    |
| Female   | 134   | 92.5            | 11.7                 | 21.7           | 30.0                | 36.7              | 70.0  | N/A                                  | N/A                                    |
| <b>Racial/Ethnic Group</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| White  | 183   | 94.0            | 11.5                 | 13.9           | 32.7                | 41.8              | 80.0  | YES                                  | YES                                    |
| African-American   | 54  | 96.3            | 26.5                 | 42.9           | 18.4                | 12.2              | 38.8  | YES                                  | YES                                    |
| Asian/Pacific Islander   | 5   | I/S             | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| Hispanic   | 11  | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | I/S                                  | I/S                                    |
| American Indian/Alaskan  | 0   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | I/S                                  | I/S                                    |
| <b>Disability Status</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Not Disabled   | 216   | 94.4            | 10.7                 | 19.9           | 29.6                | 39.8              | 76.0  | N/A                                  | N/A                                    |
| Disabled   | 37  | 89.2            | 50.0                 | 26.7           | 20.0                | 3.3               | 26.7  | I/S                                  | I/S                                    |
| <b>Migrant Status</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Migrant  | 0   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | N/A                                  | N/A                                    |
| Non-Migrant  | 253   | 93.7            | 15.9                 | 20.8           | 28.3                | 35.0              | 69.5  | N/A                                  | N/A                                    |
| <b>English Proficiency</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Limited English Proficient   | 9   | I/S             | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| Non-Limited English Proficient                                     | 244   | 94.3            | 14.5                 | 20.5           | 29.1                | 35.9              | 70.9  | N/A                                  | N/A                                    |
| <b>Socio-Economic Status</b>                                       |   |                 |                      |                |                     |                   |   |                                      |  |
| Subsidized meals   | 95  | 90.5            | 31.7                 | 29.3           | 25.6                | 13.4              | 43.9  | YES                                  | NO                                     |
| Full-pay meals   | 158   | 95.6            | 6.9                  | 16.0           | 29.9                | 47.2              | 84.0  | N/A                                  | N/A                                    |
| <b>Mathematics - State Performance Objective = 30.0%</b>           |   |                 |                      |                |                     |                   |   |                                      |  |
| All Students   | 253   | 92.9            | 16.1                 | 23.7           | 28.1                | 32.1              | 67.4  | YES                                  | YES                                    |
| <b>Gender</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Male   | 119   | 94.1            | 19.0                 | 20.0           | 26.7                | 34.3              | 64.8  | N/A                                  | N/A                                    |
| Female   | 134   | 91.8            | 13.4                 | 26.9           | 29.4                | 30.3              | 69.7  | N/A                                  | N/A                                    |
| <b>Racial/Ethnic Group</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| White  | 183   | 94.0            | 11.5                 | 17.6           | 30.3                | 40.6              | 75.8  | YES                                  | YES                                    |
| African-American   | 54  | 94.4            | 29.2                 | 41.7           | 25.0                | 4.2               | 41.7  | YES                                  | YES                                    |
| Asian/Pacific Islander   | 5   | I/S             | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| Hispanic   | 11  | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | I/S                                  | I/S                                    |
| American Indian/Alaskan  | 0   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | I/S                                  | I/S                                    |
| <b>Disability Status</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Not Disabled   | 216   | 93.5            | 8.2                  | 25.3           | 30.4                | 36.1              | 74.7  | N/A                                  | N/A                                    |
| Disabled   | 37  | 89.2            | 66.7                 | 13.3           | 13.3                | 6.7               | 20.0  | I/S                                  | I/S                                    |
| <b>Migrant Status</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Migrant  | 0   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | N/A                                  | N/A                                    |
| Non-Migrant  | 253   | 92.9            | 16.1                 | 23.7           | 28.1                | 32.1              | 67.4  | N/A                                  | N/A                                    |
| <b>English Proficiency</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Limited English Proficient   | 9   | I/S             | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| Non-Limited English Proficient                                     | 244   | 93.4            | 15.6                 | 22.9           | 28.4                | 33.0              | 68.3  | N/A                                  | N/A                                    |
| <b>Socio-Economic Status</b>                                       |   |                 |                      |                |                     |                   |   |                                      |  |
| Subsidized meals   | 95  | 90.5            | 30.5                 | 32.9           | 19.5                | 17.1              | 45.1  | YES                                  | NO                                     |
| Full-pay meals   | 158   | 94.3            | 7.7                  | 18.3           | 33.1                | 40.8              | 80.3  | N/A                                  | N/A                                    |

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

|  | Our School | Change from Last Year | High Schools with Students Like Ours | Median High School |
|--|------------|-----------------------|--------------------------------------|--------------------|
| <b>Students (n= 1,140)</b>   |            |                       |                                      |                    |
| Retention rate   | 5.5%       | Up from 2.7%          | 7.6%                                 | 9.1%               |
| Attendance rate  | 99.5%      | Up from 96.0%         | 96.1%                                | 96.0%              |
| Eligible for gifted and talented   | 16.6%      | Up from 12.6%         | 10.1%                                | 5.8%               |
| With disabilities other than speech  | 15.6%      | Up from 13.9%         | 13.1%                                | 12.7%              |
| Older than usual for grade   | 6.5%       | Down from 7.8%        | 7.6%                                 | 9.8%               |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 5.5%       | Up from 4.1%          | 2.1%                                 | 1.6%               |
| Enrolled in AP/IB programs   | 14.6%      | Up from 7.7%          | 14.5%                                | 10.2%              |
| Successful on AP/IB exams  | 77.5%      |                       | 51.6%                                | 53.8%              |
| Annual dropout rate  | 3.0%       | No change             | 2.6%                                 | 2.7%               |
| Career/technology students in co-curricular organizations                  | 1.3%       | Down from 1.7%        | 1.0%                                 | 3.6%               |
| Enrollment in career/technology center courses                             | 660        | Up from 574           | 545                                  | 466                |
| Students participating in worked-based experiences                         | 30.5%      | Up from 23.0%         | 28.6%                                | 25.7%              |
| Career/technology students mastering core competencies                     | 85.5%      | Up from 71.0%         | 77.6%                                | 77.7%              |
| Career/technology completers placed  | 100.0%     | N/A                   | 100.0%                               | 99.3%              |

|   |           |                  |           |           |
|---|-----------|------------------|-----------|-----------|
| <b>Teachers (n= 66)</b>                             |           |                  |           |           |
| Teachers with advanced degrees                      | 40.9%     | Up from 39.1%    | 57.5%     | 52.0%     |
| Continuing contract teachers                        | 83.3%     | Down from 88.4%  | 83.6%     | 82.1%     |
| Highly qualified teachers**                         | 84.2%     | N/A              | 91.4%     | 89.5%     |
| Teachers with emergency or provisional certificates | 5.3%      |                  | 6.8%      | 8.6%      |
| Teachers returning from previous year               | 87.8%     | Down from 88.1%  | 88.5%     | 86.2%     |
| Teacher attendance rate                             | 97.1%     | Up from 96.4%    | 95.8%     | 95.3%     |
| Average teacher salary                              | \$42,660  | Down 0.5%        | \$41,530  | \$41,060  |
| Prof. development days/teacher                      | 11.8 days | Up from 7.7 days | 10.2 days | 10.6 days |

|   |           |                   |           |           |
|---|-----------|-------------------|-----------|-----------|
| <b>School</b>                                 |           |                   |           |           |
| Principal's years at school                   | 1.5       | Up from 1.0       | 2.5       | 3.0       |
| Student-teacher ratio in core subjects        | 28.8 to 1 | Up from 28.4 to 1 | 29.0 to 1 | 26.4 to 1 |
| Prime instructional time                      | 95.6%     | Up from 91.4%     | 90.8%     | 90.0%     |
| Dollars spent per pupil*                      | \$6,516   | Up 1.6%           | \$6,131   | \$6,310   |
| Percent of expenditures for teacher salaries* | 56.7%     | Down from 57.1%   | 58.3%     | 57.9%     |
| Opportunities in the arts                     | Good      | No change         | Excellent | Excellent |
| Parents attending conferences                 | 85.4%     | Down from 97.5%   | 90.9%     | 89.3%     |
| SACS accreditation                            | Yes       | No change         | Yes       | Yes       |
| Character development program                 | Excellent | N/A               | Good      | Good      |

\* Prior year audited financial data are reported.

|   | Our District    | State               |
|---|-----------------|---------------------|
| Highly qualified teachers in low poverty schools**  | 87.9%           | 92.0%               |
| Highly qualified teachers in high poverty schools** | 92.8%           | 91.1%               |
|   | State Objective | Met State Objective |
| Highly qualified teachers in this school**          | 65.0%           | Yes                 |
| Student attendance in this school                   | 95.3%           | Yes                 |

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

2003-04 was certainly a stellar year for Myrtle Beach High School. The graduating class of 2004 qualifying for a SC High School diploma set the tone with 68% of the class maintaining a 3.0 GPA, 64% receiving a Palmetto Fellow, LIFE, or HOPE scholarship, 37% maintaining a 3.0 and scoring an 1100 or better on the SAT or 24 or better on the ACT, 3 students honored as National Merit Semi-Finalists, 1 student named National Merit Finalist, and students were awarded over \$4.7 million in scholarships. These accomplishments were made possible through the belief and commitment of our District, faculty, staff, and community that all students can achieve academic success when partnered with clear expectations and sound leadership.

Our academic focus is centered on using data to drive instruction and differentiating instruction to meet the needs of each student as mandated by the data. MAP testing enabled each teacher of students in grades nine and ten to examine student performance and growth throughout the year. READ180 was initiated in the spring term for 9th and 10th grade students needing assistance in the areas of reading and writing. Our math and English departments developed an HSAP program that was used in all classrooms to ensure that our students would meet State standards. Each teacher also gave an hour a week to offer tutorial services for students needing additional support.

Extracurricular activities continue to make a positive impact on students. Our SAT, Academic, Math, and Mock Trial teams were strong competitors on the local, regional, and state level. Once again we led Horry County in regional science fair winners. NJROTC received an invitation to compete at the national level and placed in the top 10% in their division. The band, orchestra, and choral programs all received the highest ratings in the school's history. Every varsity athletic team competed in post-season play with many teams, as well as individuals, competing past the regional level.

Our strength is still centered on the school-community partnerships. Organizations such as PTSO, School Improvement Council, Parent Forum, the Local Advisory Board, and the Myrtle Beach Educational Foundation provide input concerning academic performance and improvement, parent involvement, and school-community relations. They continue to be our guide toward academic and athletic excellence.

Nona Kerr, Principal

Linda Warren, School Improvement Council Chairperson 2003-04

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 57       | 173       | 14       |
| Percent satisfied with learning environment            | 82.5%    | 63.0%     | 71.4%    |
| Percent satisfied with social and physical environment | 85.7%    | 77.1%     | 35.7%    |
| Percent satisfied with home-school relations           | 80.7%    | 80.7%     | 85.7%    |

\*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.